

TRANSITION ASSISTANT, SPECIAL EDUCATIONDEFINITION

Under the supervision of Director, Special Education or special education teacher, to provide transition services to special education students. "Transition services" is a coordinated set of activities for a special education student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. These include post-secondary education, vocational training, integrated employment (including supportive employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must: (a) be based upon the individual student's needs; (b) take into account student's preferences and interests; and (c) include instruction, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

DISTINGUISHING CHARACTERISTICS

Positions in this class are less than full time. These positions are authorized only in connection with established special education classes or programs and adequate funding, and continued employment is contingent upon availability of funds. The position requires working with minimal supervision, largely outside of the classroom and off campus with small groups of special education students.

ESSENTIAL FUNCTIONS (Individual positions may not perform all of the duties listed nor do these examples include all responsibilities of positions in this class.)

UNDER THE DIRECTION OF THE TRANSITION SPECIALIST:

Acts as a liaison between students, school staff, parents, and employers.

Evaluates students' interest and aptitude through staff contact, testing, and/or interviews.

Assists students with interview techniques and in completing job applications and district forms.

Completes and submits a variety of forms, documentation and reports as required by program funding and requirements.

Assists in training students to learn employers' jobs and assists in monitoring the performance of students placed on the job.

Visits work sites and monitors student work performance, time on task and job satisfaction.

Collects student time sheets and paychecks, reviews for accuracy, computes costs and charges to appropriate budget accounts.

Resolves work-related or personal problems for students if appropriate, or refers to teacher or transition specialist.

Monitors student attendance at work and school.

Operates duplicating equipment, calculators or other office equipment.

Assists in determining adaptive equipment necessary for students with special needs.

Arranges on-going transportation for student while employed.

Performs related duties as assigned.

QUALIFICATIONS

Successful completion of the District Teacher Aide Proficiency Test.

Knowledge of:

Learning requirements, social and vocational needs of adolescents/young adults with exceptional needs; correct English usage, spelling, grammar, and punctuation; basic math operations; first aid practices; good public relations practices; appropriate student work behaviors and job keeping skills.

Ability to:

Deal effectively with a wide variety of personalities and situations requiring tact, judgment, stability and poise; relate effectively with adolescents and young adults with special needs; keep records and make reports; read schedules and utilize public transportation; work independently and know appropriate times and situations to seek help from the special educator; meet and communicate effectively with employers; learn techniques of successful job coaching and fading; represent the program, school, and student in a professional manner with employers.

Experience:

Working in youth-related activities and with students with special needs;

Job placement or job training experience in public or private agencies and awareness of current practices in

vocational education is highly desirable.

Education

Equivalent to the completion of 12th grade. Additional education, training, and experience demonstrating the ability to perform the duties as described are highly desirable.

Other requirements:

Possession of a valid California Driver's license; willingness to travel on work assignments using own transportation.

Board approved 6/1/93: transspe